



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCE
ENGLISH MAJOR

RESEARCH PROJECT

**DIDACTIC RESOURCE TO PROMOTE LISTENING
AND SPEAKING IN TEENAGERS**

Project submitted prior to obtain the Science of Education Degree with major in
the English Language

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Latacunga - Ecuador

March 2018

AUTHORSHIP

We, Segundo Manuel Herrera Chacha and Simbaña Montes Cecilia declare to be authors of the present research project “**DIDACTIC RESOURCE TO PROMOTE LISTENING AND SPEAKING IN TEENAGERS**”, being MSc Gloria Vizcaino tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

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TUTOR'S ENDORSEMENT

As a tutor of the research work titled: “**DIDACTIC RESOURCE TO PROMOTE LISTENING AND SPEAKING IN TEENAGERS**” presented by Segundo Manuel Herrera Chacha and Simbaña Montes Cecilia del Carmen, of English major, I certify this research report meet the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, March 2018

Sincerely,

.....
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COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Segundo Manuel Herrera Chacha and Cecilia del Carmen Simbaña Montes with the research project title: **“DIDACTIC RESOURCE TO PROMOTE LISTENING AND SPEAKING IN TEENAGERS”**, have considered the recommendations presented and the work has all the requirements to be deserted.

Therefore, it is authorized to lath the project, according to the institutional regulations.

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GRATEFULNESS

To our God, who gives us life and the opportunity to have excellent parents who have been our guides and always have been with us, supporting to get our professional objectives.

To our dear tutor MSc Gloria Vizcaino because with her patience and dedication guided us with her knowledge to complete our project. In addition, thanks to our dear authorities and teachers who opened the doors of this institution “Cotopaxi Technical University”.

Manuel & Cecilia

DEDICATION

We dedicate this project to our parents because they supported us during all our academic life and for demonstrating their love and their advices in order to accomplish our dreams and challenges. To our sisters and brothers who were with us in the difficult moments.

Manuel & Cecilia

UNIVERSIDAD TECNICA DE COTOPAXI
UNIDAD DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS

TÍTULO: “Didactic resource to promote listening and speaking in teenagers”

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RESUMEN

El presente proyecto de investigación tiene por objeto conocer el proceso de enseñanza del inglés dentro del aula de clase. Debido a que los estudiantes de la Unidad Educativa “Nacional Saquisilí” demuestran desinterés al momento de aprender, no hay interacción en clase, especialmente en la práctica del Speaking y Listening. Por esta razón como principal objetivo es determinar percepciones de los estudiantes y profesores acerca del uso de storytelling en promover el speaking and listening en adolescentes de la unidad Educativa Nacional Saquisilí. Para hacer posible este estudio se aplicó una entrevista a 4 profesores y a 15 estudiantes del segundo año de bachillerato. La entrevista consistió en un cuestionario de 6 preguntas semi-estructuradas la misma que permito identificar fortalezas y debilidades de la enseñanza del Speaking and Listening del idioma inglés. Los resultados fueron analizados con el método descriptivo que permitió definir y clasificar las conclusiones de las entrevistas realizadas. Además se aplicó la investigación bibliográfica que permitió obtener información en cuanto al marco teórico. Los resultados muestran que el maestro no utiliza recursos didácticos enfocados en desarrollar las dos habilidades, pues el profesor de inglés solo utiliza libros proveídos del Ministerio de Educación, sin embargo los estudiantes prefieren aprender utilizando diferentes recursos didácticos. Finalmente, en concordancia con la revisión literaria y el análisis obtenido de los estudiantes y los profesores están en acuerdo que las historias contadas es una herramienta útil de auténticos materiales promoviendo la comprensión e interacción de la clase creando un ambiente creativo, dinámico promoviendo la práctica comunicativa dentro y fuera del aula de clase.

PALABRAS CLAVES: Speaking and Listening, historias contadas, interacción fortalezas y debilidades.

TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

TITLE: “Didactic resource to promote listening and speaking in teenagers”

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ABSTRACT

The present research project has for object to know the process of teaching inside the classroom. Due to the students at “Nacional Saquisilí” Educative Unit shows lack of interest at the time to learn, there are not classroom interactions, especially in speaking and listening practice. That is why; the principal objective is to determine teachers and students’ perceptions about to use storytelling in promoting listening and speaking in teenagers at Nacional Saquisilí Educative Unit. To make possible this study was applied an interview to 4 teacher and 15 students of the second year of bachelor. The interview consisted in bank question of 6 semi-structured items. It permitted to identify strengths and weaknesses in teaching Listening and Speaking in English language. The result was analyzed using descriptive method that permitted to define and classify all conclusions about application of interviews. Furthermore, it applied the bibliographic research that allowed to obtain information about theoretical framework. As a result the teacher did not use didactic resources focused in the development of two skills. Also the English teacher only used book providing by Ministerio de Educación. However, students prefer to learn using different didactic materials. Finally, with theoretical framework and all analysis obtained of the teachers and students; they agree using the storytelling as a useful tool with genuine materials promoting comprehension and class interaction. Of this way it resource generates an interactive and dynamic environment promoting the communication training inside and outside the classroom.

KEY WORDS: Speaking and Listening, storytelling, classroom interaction, strengths and weaknesses



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AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Inglés de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que: La traducción del resumen de tesis al Idioma Inglés presentado por los señores Egresados de la Facultad de Ciencias Humanas y Educación Mención Inglés: **SEGUNDO MANUEL HERRERA CHACHA Y CECILIA DEL CARMEN SIMBAÑA MONTES**, cuyo título versa **“DIDACTIC RESOURCE TO PROMOTE LISTENING AND SPEAKING IN TEENAGERS”**, lo realizó bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente certificado de la manera ética que estimaren conveniente.

Latacunga, Febrero del 2018

Atentamente,

Lic. M. Sc. Sonia Jimena Castro Bungacho
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1. GENERAL DATA

Research title:

“Didactic resource to promote listening and speaking in teenagers”

Starting date:

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March, 2018

Place:

Province of Cotopaxi – canton Saquisilí- República de Colombia Educative Unit

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Knowledge Area:

English as a foreign language

Research Line:

Education and communication for human and social development.

Research Major sub line:

Methodologies to teach general English.

2. PROJECT DESCRIPTION

This research work is focus understand how to use storytelling as effective method in learning new language. It refers to listening and speaking problem. Many students cannot express ideas easily, lack basic vocabulary, classroom interaction and lack of motivation. For that reason, this project is oriented on storytelling for promote listening and speaking and their benefit for English language learners. So the main objective of this research is determine teachers and students' perceptions about the use of storytelling in promoting listening and speaking in teenagers through interviews that permitted to know the real situation. That is why in the researcher it used descriptive method as technique structured and spontaneous interviews dividing in two parts.

The first part is based in literary review about the storytelling process in listening and speaking skills and second part is analyze all results obtained in interviews applied in "Nacional Saquisilí" Educative Unit for determining the principal causes. Additionally, it considered that Storytelling is useful pedagogical strategy and effective teaching methods which help to learn English. Use correctly exploited all the benefits that offer.

Use appropriate material permits that students practice and interact inside and outside the class, also is very necessary update their knowledge. Finally, the researchers concluded with conclusion and recommendations. There is a part with annexes which are; a model of the surveys, the validations instruments, and a letter addressed to the headmaster of "Nacional Saquisilí" Educative Unit to carry out the investigation and a curriculum vitae of the researchers.

3. RATIONAL OF THE PROJECT

The research is very useful because nowadays students learn using different materials, techniques, and methods not only sitting at their desks doing pencil and paper the students need interact and manipulate English language. So this present research will permit analyze the effective teaching resource to promote listening and speaking. Due to teachers and students at “Nacional Saquisili” Educative Unit located in Saquisili canton students have difficult in practice speaking and listening in classroom. The beneficiaries of this project are 30 students, teachers and parents of the second bachelor. Furthermore, the researcher pretend to know the real situation in teachers and students taking account many factors in learn English.

This researcher work is relevant because it focuses in use storytelling as useful teaching didactic resources that permit promote speaking and listening. Because nowadays students prefer learning using interesting materials, in good environment. Finally, this research could be used on future investigations since this project could work as a foundation to develop and deepen in studies about English listening and speaking skills in storytelling. In fact, researchers can start from this research project to design a proposal to solve the problem according some authors suggest storytelling permitting reduce stress in English class.

4. BENEFICIARIES OF THE PROJECT

Direct: 30 students of second bachelor whose average age is among 14-16 years old. They were 20 women and 10 men. In addition, 4 English teachers at “Nacional Saquisili” Educative Unit are direct beneficiaries.

Indirect: 90students of second bachelor whose average age is among 14-16 years old. They were 55 women and 35 men.

5. THE RESEARCH PROBLEM

Today English has been introducing in many private and public institutions and the teacher should be in constant and unceasing training. In different teaching strategies, techniques for promoting English practice. In addition many teachers search new manner of teaching English to students using interesting materials. In many cases teacher does not know a didactic resource for the students that have lack of interest in practice two skills as listening and speaking. In concordance Morley (2001), “use storytelling can develop knowledge tell own stories are rich source of authentic material, which provides a genuine purpose, emphasizes real-world goals, and fosters classroom interaction” (p.22). The author state students learn more using alternative teaching strategy to generate interest also, the author said a perfect method is storytelling because generate interest. Sometimes express their feelings or emotions in tell stories or read.

It problem present in many public institutions, it is the case at “Nacional Saquisilí” Educative Unit located in Cotopaxi Province, Saquisilí Canton. Students of second bachelor have some complications in practice speaking and listening. Among the main causes that lack of motivation, lack of basic vocabulary, has lack of interest and there are not classroom interactions. The teacher did not apply appropriate didactic resources to promote develop both skills. For that way in this research is useful the teacher find new didactic resources in promote listening and speaking. Furthermore the researcher applied interviews to students and teachers for determining the principal causes in teachers and students. Consequently it will pretend to know storytelling as teaching instrument using bibliographic method and literary review understanding the function of Storytelling in classroom. In addition, it consider for some author as method, others as technique and others as didactic resources. In this research project the researcher is referring as effective teaching resource that permit classroom interaction, it help to motivate to the students learning new vocabulary that permit to the students practice listening and speaking.

6. OBJECTIVES

GENERAL OBJETIVE

- ✓ To determine teachers and students' perceptions about the use of storytelling in promoting listening and speaking in teenagers at Nacional Saquisili Educative Unit.

SPECÍFIC OBJETIVES

- ✓ To analyze the role of storytelling in promoting listening and speaking.
- ✓ To identify teachers' opinions about the use of storytelling as didactic resource for promoting listening and speaking.
- ✓ To identify students' opinions about the use of storytelling as didactic resource for promote listening and speaking.

7. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY

OBJECTIVE	ACTIVITY	RESULT	METHODOLOGY
To analyze the role of storytelling in promoting listening and speaking.	Literary review	Authors contributions Theoretical-Framework	Bibliographic method
To identify teachers' opinions about the use of storytelling as didactic resource for promoting listening and speaking	Interviews	Semi-structural questionnaire	Descriptive method

To identify students' opinions about the use of storytelling as didactic resource for promote listening and speaking.	Interviews	Semi-structural questionnaire	Interviews Conclusion and recommendation
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8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

Language is primary source of communication that the humans use for many proposes as: communication, learn or think. Listening and speaking are fundamental skills in oral language. Both skills help the students to express their ideas, feelings, opinions and points of view to organize their knowledge and beliefs into convincing arguments.

The teacher is the principal mentor in promote English practice inside the class they should develop the integral manner with active student's participation or students and teachers.

SPEAKING SKILL AND LISTENING SKILLS

LISTENING

Listening is considered one of the most important skills in communication. It processes is when receive and interpret different messages, identifying sounds that produce and transmit the specific message. Sometimes, the information is misunderstanding because exist some problems at the time to interpret information. Furthermore, it help to you speak clearly to other people. It helps the person pronounce in better way and the other person understands what the people want to say.

Listening is the ability to hear attentively and to understand what others are saying. When we define listening it is necessary to

consider listening components such as: understanding of the accent; the way words are pronounced; grammar rules; and learning vocabulary which helps us to understand the whole meaning of what the emitter is saying in context. Effective listening depends entirely on the relationship between these components. A disconnection amongst these factors would make listening less effective. (Harmer, *Improving How Listening Skills* , 2006, p. 20)

The author states listening is one of most important skill in communication it is important to understand the message that another person say. Students need hear attentively all indications that others people say. For that way is necessary to practice all the time because it permits accustomed listening estrange words and learn new vocabulary. Also is very important the pronunciation.

(Yagang, 2006, p. 12) States that: “Students need to learn how to listen, and to get the chance to listen to different types of English, so they will be able to listen with understanding to spoken English outside the classroom”. Listening skill is difficult to understand because when someone want listening some idea or message the brain do different process as hear different sounds, symbols to try interpret the correct information. Moreover listening is essential part in oral communication. Students need to practice all the time listening conversation, music, et.

It important to knows the specific information, when a person has listening skill, understand easily the message and act according the message.

Process that Occur in Listening

Listening is important process in communication for performing listen is necessary practice according Harmer (1998) states has some process; fist process is hearing the perception of sounds that produce the receptor is necessary listen on attention is the principal requirement for effective listening. Second process understands different symbols that the person wants to emit analyzing the

meaning not only the words also the sounds that produce a message. It process that receives the information then people assimilate the message. Finally responding requires that receiver complete the process verbal or nonverbal in communication.

Listening Materials.

Anderson, (2005) suggests listening materials are essential parts in listening thus teacher should know to help their students develop listening skill in different ways. The first product is the human voice; second is the audio material and video equipment films, music, recorded text all implement can be suitable in practice listening. Moreover, the teacher should create in their student interest to learn and practice inside or outside the classroom, one disadvantage is when practice between students or spontaneous speech sometimes not practice the correct pronunciation.

Speaking Skill

Speaking is the productive skill. It could not be separated from listening. When the people speak produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

The students don't have vocabulary to speak in English language as result it does not express their feelings, ideas, though. In concordance with Brown & Yule (1983) states speaking and learning are most difficult process; the students need to practice in real-life situations. It important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. The process is communicating appropriately and correctly, also students need to create self-confidence when they want to talk and create interaction whit their classmate the teacher should involucrate creating a real environment to teach generating the students their self-confidence to express their ideas their point of view.

Brown & Yule (1983) suggest speaking can measure using these activities as:

- ✓ Respond short conversation whit small takings
- ✓ Maintain social interference
- ✓ Oral presentation
- ✓ Short stories
- ✓ Store telling
- ✓ Short conversations

The author suggests speaking is process of communicating using appropriate words creating interaction between students. It generate real environment for learning using new vocabulary. Teacher need to crate with self-confidence in students for evaluate speaking should taking account many factor.

Develop Speaking Activities

The teacher found different types of learning problems in their students and is necessary that the teacher found another kind of educative resources in order to generate interest and motivation for learning in class.

According to (Katherine, 2013, p. 3) “learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials”.

- ✓ Describing pictures
- ✓ Pictures differences.
- ✓ Things in common.
- ✓ Solving problems
- ✓ Role plays
- ✓ Dialogues
- ✓ Plays
- ✓ Simulation
- ✓ Role play

There are activities that the teacher can use in learning new language generating interest apply their own techniques or the appropriate methodology to teach. Speaking is given to know using oral expression, thoughts, believes opinions. Both skills result difficult dominate when learn new language. It is because the teacher not use real environment, learners need involucrate in classroom participation between students-students or teacher-students. Second, students not use easy vocabulary in express ideas, thoughts.

DIDACTIC RESOURCE

(Watkins, 2005).The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. (p.3)

The author suggests didactic resources is useful materials that teacher elaborated for students the principal intention is facilitate the teacher functions and student participation. Also it is important didactic resources not only facilitate teacher's task but also make learning process more accessible for help the student's activities. When teacher use dynamic resources move out of the linear structure and become creative and essential driver for classroom motivation but the teacher should use easy vocabulary for understand the sense.

Classification of didactic resources

There are many didactic materials between the most important are:

Teaching permanent materials: board, eraser, marker, notebook, book, rulers, and projects.

Informative materials: maps, book, dictionary, encyclopedia, journals, news, films, models.

Illustrative material or visual material: schemes, synoptic tables, draws, stories, posters, engravings, portraits, recorded discs, projectors, movies.

Experimental material: appliances and variety varied materials that present in experimental class.

There are many important materials that the teachers use frequently inside the classroom. All didactic resources permit promote speaking and listening as illustrative material or visual material in concordance with (Natoli, C. 2011) once again added that “audio-visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems” It refers teaching tools for develop classroom interaction in class. In education help the teacher prepare more effective lessons. Also it stimulates the students speak as well as read or write. It type of didactic resources use for promoting speaking and listening between the most important materials is storytelling resources.

HISTORY OF STORYTELLING

(Eck J. , 2006)Storytelling has been described as the oldest technique in second language learning. Neuroscientists contend that our minds are literally wired to comprehend best the world through narrative (p.19). The author said it resource is very old method because many ancient writers to said to preserve and share cultural customs, beliefs and heritage. They use to remember information.

The earliest record of storytelling is 4000 B.C. as stated by Ruth Sawyer in her book entitled *Tales of the Magicians* (as cited in Abrahamsen, 1998).Storytellers were highly esteemed in early Egyptian and medieval times and were also used by nomadic tribes such as the Gypsies (p.19). The author said storytelling is an effective tool in learning English because through stories the readers can know others cultures. The method help understand ancient cultures, religious, giving some examples using oral communication. Which permit transfer knowledge between persons sometimes the information can change sense. “Stories are evident in the Roman culture as well. Even more, storytellers in ancient times were often highly esteemed members of the community as they helped people make sense of complex cultural or religious issues, offered comfort in the face of difficulties, or provided simple entertainment” (Eck J. E., 2006; Eck J. E., 2006, p.12)

The author suggest storytelling originated in Egyptian cultures, Roman cultures during long times the ancient persons wrote rules, papers bout their religious, cultures, believes. Another person transmitted the message between members of the community. It successful technique because give message result easy and efficacy to provoke emotions in receptor. In addition is not important what say but important is how receive the message.

Storytelling

It techniques consist in one person read aloud and take in different situation as personal stories, short stories, permitting understand and put in practice all skill as reading, speaking, listening and writing. Storytelling helps to promote four skills because the students feel motivating knowing real stories or personal stories.

(Dawkins & O'Neill 2011; Ghosn 2002; Roney 1996). Roney (1996) defines Storytelling in the following way:

In its most basic form, Storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle. Storytelling is co-creative and interactive. It is one of the most powerful forms of art/communication known to humans and this explains why it possesses such great potential as a teaching-learning tool.

(pp. 7)

According the author Storytelling as teaching method where the student can be develop their reading comprehension, learn new vocabulary, develop their imagination and classroom interaction. Sometimes they express theirs felling, thoughts. Because Storytelling can be a perfect manner when somebody learn foreign language. Furthermore, the student are motivation for this reason, the stories should seem spontaneous, but not without hours of coaching and practice to captivating an audience is no easy task.

Telling a story in one's own words rather than reading it aloud a text or from memory. Students worked in pairs to interpret the text. Then, they retold the story to other groups. In concordance with Storytellers are “directors of the theater of the mind,” co-creating the story's images and emotions with the audience. (Guide, 2009) according the aothor was enjoyable when another member in the group mimed while his partner was retelling the story.

Storytellers, like stage directors, must decide what the characters and setting look like, how they sound and smell, and what they are feeling. The tellers use their voices, movement, and expressions to bring these elements to life in the listeners' minds and hearts.

Purpose of Stories

Bruner (1986) has contrasted the paradigmatic (logical, scientific) and narrative modes of thinking, but these modes need not be mutually exclusive in the classroom. (p.4). the author suggest there are many ways that students must express their ideas spontaneously in speaking practice correct pronunciation knowing new vocabulary.

Storytelling can serve multiple functions in the classroom, including sparking student interest, aiding the flow of lectures, making material memorable, overcoming student resistance or anxiety, and building rapport between the instructor and the students, or among students themselves.

Importance of Story Telling

Storytelling is important par in our lives, therefore in schools, storytelling can be and important instrument for classroom participation. Storytelling permits create their experience, sometimes happening before they shape texts. Jimmy Britton (1982) suggest “sometimes when telling stories for their own sake. It built the text upon and skilled teachers know about its importance when using storytelling as part of the language curriculum to build children's literacy skills” (P.11).

The author mentions stories is important part of life because everyone have experiences in work, schools, personal life not is necessary be an expert writer or speaker. In education is important this technique because every students is different, everybody have experiences that can be transmit in real stories. For that reason the teacher should be important guide mediator in education.

Storytelling Models

There are many theories wrote about different models the storytelling that teacher should use when want apply for teaching English. Because of listener can relate to these characters and their adventures, the listeners tend to pain attention to the story. Sometimes, upon hearing stories, similar experiences from their own lives often spontaneously come to listeners mind. Storytelling is an important tool in teaching new languages and divided in some important components as Morgan and Dennehy (1997) assert that components of an effective story embrace five sequential components:

The setting: a description of the time, place, characters and context so you provide something the audience can mentally image and feel a part of.

Build up: a sequence of events that warns the listener that something (usually some type of conflict) is about to happen. This creates suspense, interest and attention.

Crisis: the climax or high point of the story. This is also the place to introduce a new element and lord a turning point.

Learning: point out what the central character(s) learned. Here lies the lesson of the story. How change ensued in the character(s) behaviors, awareness, and abilities: the storyteller focuses on the learning to be retained by the listener and is cautioned to not assume that the listener always understands the lesson of the story.

According the author stories transmit sense the message taking account the process in storytelling that the reader should follow, due to there are many types

of stories long or short. Another point is the place where teachers should apply. It depends the environment for produce ideas. Is necessary follow the sequence of events as when start them body part, climax is when is necessary because the reader find interest final the lesson or happy end.

Telling Stories in Class

The lecture itself may be structured as a narrative, or a story can simply be an illustration of a key point. Taking advantage of the natural drama of research stories can help the pacing and flow of your lectures. Imagine yourself as a storyteller, perhaps with your students gathered around a campfire. Rather than marching through the material, fact by fact, you can add storytelling flourishes. Let the suspense build - pause for a moment before revealing the results of the study, to draw in students' attention. Stories can also be a natural way to introduce humor into your lecture.

Research clearly suggests that teachers must encourage and enrich oral development in young children. Egan (1993) states:

“Oral and literate are not opposites; rather, the development of morality is the necessary foundation for the later development of literacy....Indeed, a sensitive program of instruction will use the child's oral cultural capacities to make listening and speaking engaging and meaningful”(pp. 37-38)

According the author nowadays is very difficult Capturing the attention is one of the greatest challenges and result difficult motivate and put in practice listening and speaking skills. Furthermore, the students need do interactive activities. In the age of video games and the Internet, the student's concentration capacity has decreased dramatically. There is a very effective formula, which is summarized as follows: "The student must be the protagonist of the classes, not the teacher".

Storytelling and Curriculum

Stories can add to learning in three main dimensions according (Egan (1993) suggests the curriculum knows as general educative project that it permits program the teacher plans what teach? How to teach? When to teach? And what, how and when to evaluate the knowledge. In some cases the teacher should adapt which is the adaptation of the curriculum to the specific conditions of a school center educational center project, annual general programming, a department of that center programming department.

School Curriculum:

Dujmovic, M. s. (2007) Suggests there are three main dimensions in which stories can add to learning in the whole school curriculum:

1. Stories can be used to reinforce conceptual development in children (for example, color, size, shape, time, cause and effect, and so on).
2. Stories are means of developing learning. This major category covers:
 - ✓ Reinforcing thinking strategies (for example, comparing, classifying, predicting, problem–solving, hypothesizing, planning, and so on).
 - ✓ Developing strategies for learning English (for example, guessing the meaning of new words, training the memory, self–testing, and so on).
 - ✓ Developing study skills (for example, making, understanding and interpreting charts and graphs, making and learning to use dictionaries, organizing work, and so on).
3. Carefully selected stories can also be used to develop other subjects in the Curriculum, in particular:
 - ✓ Mathematics telling the time, numbers: counting and quantity, measuring
 - ✓ Science the life–cycle of insects, animals, outer space, how seeds grow
 - ✓ History prehistoric animals, understanding chronology / the passing of

- ✓ Geography and the Environment shopping and shops in the local area, neighborhood parks, sports and games, using a map, using the atlas, the weather and climates around the world, cultural studies
 - ✓ Art and Craft drawing, making masks, hats, cards, clocks etc., making collages, making puppets
 - ✓ Music and Drama singing songs, playing instruments, role play, miming.
- (p.4)

The author states learning speaking and listening both are hard process. It depends of many factors present in classroom. Teachers need to use many activities for teaching. stories are used for reinforcing the student knowledge and students participation creating an interactive environment also it permits listening and speaking practice in classroom, it important pedagogical resource that some teachers use in their curriculums. It successful teaching resource in teach foreign language. Moreover author said when someone read stories/ storytelling, news or anything else. The reader improves their knowledge because the majority of stories has interesting.

Process of storytelling Preparation (prevents forgetting and flopping)

(Dujmovic, 2007) Storytelling is process that teacher visualize the succession of sense in students is necessary understand not memorize the content is necessary do mixture of activities: reading storybooks, listening to story tapes, reciting poetry, singing songs, playing games, etc. besides the oral story itself.

1. Learn the story. Learning the story means to make the story your own. Read it from beginning to end several times. Read it out loud. Master the structure of the story: the beginning (introduction of characters), the body (building of conflict), and the climax (resolution of conflict). Visualize the succession of scenes. Work on creating sensual setting and character descriptions. Note unusual expressions, word patterns, rhymes, and dialog.

2. Outline the story. Storytellers agree that memorizing word for word is not useful. Learn a story incident by incident, and prepare notes that will help you

remember this structure. Typed skeleton outlines stick in the minds of visual learners. Cue card outlines are also useful in preparation and storage of tales, but should not be used in telling.

3. Control the story's length. Long stories can be simplified or serialized, but not excessively modified or censored. Time yourself during practice. A "story hour" should probably include a mixture of activities: reading storybooks, listening to story tapes, reciting poetry, singing songs, playing games, etc. besides the oral story itself.

4. Control the story's vocabulary. A rich vocabulary, with carefully chosen adjectives and adverbs, gives colour and texture to the telling. However, you need to be comfortable with your use of language and not try too hard to get things "right" or the story will come out flat and nervous. Don't worry if the listeners don't already know every word; guessing is part of language learning.

5. Refine your storytelling style. Tell the story aloud to listen to your voice – your instrument - which you can exercise, train, and even change. A pause and dropped voice are often more effective than shouting. Take poetic passages slowly; report conversation at natural speed; tell narration more rapidly, building toward the climax.

6. Practice, practice, practice. Practice aloud to yourself, your family or friends.

You could practice on audio or even video tape. Practice in front of a mirror to eliminate poor gestures and facial expressions. Some say practice makes storytelling artificial and studied, but it is essential to the beginner.

7. Relax before telling. Warm up as the situation allows with breathing, stretching, and vocal exercises.

The author states storytelling is a process that first the learner should learn the story on creating sensual setting and character descriptions. Note unusual expressions, word patterns, rhymes, and dialog. Then, student should outline the most important information in text memorizing new vocabulary and control the

adjectives, adverbs before student should tell aloud to listen to your voice – your instrument - which you can exercise, train, and even change. Furthermore, student need practice correct pronunciation and repeat many times.

Adapted Storytelling

In education is necessary create better environment for using methods, tools according the occasion. Moreover, the teacher should adapt their lessons. Students prefer natural language or real speech. “Storytelling becomes natural for students, as well as gaining a rich and varied language. The researcher believes it technique gives opportunity to be a part of the meeting between languages, society and cultures which (Skolverket, 2011, p. 12).

Lotta talks about how she adapts her language based on the group of students she teaches. In the interview, Lotta (Wallin, 2015) says:

“As for reading aloud, it must work in different ways. Sometimes I have a text or a book to read aloud and then it may not be too many interruptions because then you break this mystery. But you can certainly interrupt to explain words so you know that all children keep up with the action” (P.19).

The authors suggest reading need a lot of concentration. Know process of the reading when one reader is interrupting forget information or sometimes understand not fund the correct information when students cannot know the meaning should explain using dynamics. According to Ghosn (2002), Storytelling should be the basis of language teaching since it promotes a form of language development that is natural for the students. The students may find this type of teaching easier to assimilate.

Use Sample of Vocabulary

In education is important the teacher use easy vocabulary. The educator should use real life words. Storytelling would consist of the teacher writing four related phrases on the board, and then students would read, pronounce and discuss the

words in small groups. Next each student would write a story using each phrase in context, then read aloud and/or tell his/her story to the class. “The instructor would provide comment on each story, analyzing whether the words were pronounced correctly with the appropriate meaning for the context” (Kate Nguyen N. S., 2014)

Storytelling through reading out loud

It is enjoyable activities that consist in listening clear spoken version of written text as: books, stories, legends. In storytelling means read aloud different stories help develop the pronunciation and practice new. Also It help improve listening and speaking practice in classroom; specially when working whit younger students because students may not be fluent readers, it may be easier to hear the information than to be given a written instruction.

Storytelling is suitable use in young learners real environment interact between students and teacher (Wallin, 2015) suggest:

“It is vitally important to add narration whatever you work with in Swedish, social science; in all subjects it is important. Partly to introduce them to work, to create interest and to give them facts or a background. So, I think Storytelling for these ages is very important, because they are beginners in terms of reading” (p. 17).

The students in early ages prefer listen interesting stories, in education some students prefer listen personal stories because create interest sometimes they can express theirs felling, thoughts, emotions permitting promote communication and interaction into classroom. Also the reader need speak aloud is to shape their ideas and another person understand the message.

Speaking Skill in Storytelling

Rivers (46 - 48) the author suggest “in this method are not very serious if teachers remain alert” (p.9). It means in speaking is complicate speak fluency. Students should tend mimic in different in real situation. If this is foreseen by the teachers,

they can give ample opportunities for a wider application of the learned dialogues and structures.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Listening Skill in Storytelling

Storytelling and listening are two critical components in building dialogue between people. Storytelling generates interaction among students in diverse context the most important is the students understand the specific message that the teller said in concordance Wilga, (1981:160). Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. For this material is necessary listen in attention for understand the specific message in some cases creating the mental imagines. In storytelling is useful it permit develop the students creativity and interaction.

PROCESS OF PLANNING STORYTELLING

(Dujmovic, 2007)when students practice speaking in many times, it help reduce the students fear of public. Also teacher can find information in different pages, read a lot of to use correct tool for apply taking account the levels and principals steps when planning class. There are some steps that teachers should use before prepare a class.

(Dujmovic, 2007)suggest story telling is following plan; the most important steps are:

Starting notions

- a) What is the first thing that comes into my head when I think about programming a unit of work? (a grammar point/a vocabulary point/a function)

- b) What is it that I want my students to learn? (a grammar point/a vocabulary point /a function)
- c) Is it a lesson plan for children or a lesson plan adapted to children?
- d) Is it a realistic lesson plan? Can it be implemented in practice?

Topics

- a) What are the topics I have selected for doing it? (Topics I think children like/ topics I hate but children like)
- b) Are the topics meaningful for children?
- c) Can they apply them in their life outside the classroom?

Aims

- a) Do I teach procedures?
- b) Do I teach attitudes?
- c) Do I show them learning techniques?

Methodology

- a) What is the procedure I am using? (Explicit/ implicit)
- b) Is my methodology consequent with the aims, contents and chosen materials?
- c) Do I ask my students to participate?
- d) Do I use different groupings?

Assessment

- a) Is my evaluation really consequent? (i.e. if I teach speaking, do I really test speaking? –Content validity-)

The most important in lesson plan is select the much better didactic resource for promote specific skill, taking account the principal components that the teacher need to analyze the students features, aims to achieve, the contents, the methodology, anticipate problems, materials and evaluation. In planning sometimes the teacher need to adapt using alternative didactic resource for teaching different ways in each class. The teacher need think that each student has different manner of learn.

(Kate Nguyen L. S., 2014) suggest Using storytelling makes

1. Relaxed, imagery, understand or approach students' lives, practical
2. Make lessons realistic and more useful
3. Excited in teaching because storytelling makes students want to be or to be parts in stories so that they more interested in study.
4. Learn more about different culture as well people's lives among students while they share their stories.
5. Can understand students with their emotions, feelings, demands and how well how they understand lessons.
6. Find out students' wishes, methods in studying and learn if they do well or not in their study language
7. Easier for me to introduce/explain vocabulary as well grammar to students

(Kate Nguyen L. S., 2014) Students and teachers often find the process enjoyable and entertaining. Storytelling provides variety in instruction activity. This old and respected teaching technique in second language (L2) acquisition helps provide a rich source of materials for language classrooms. (p.2)

According the author storytelling is a process that occur in classroom permitting relax, understand another cultures sometimes the teller express the fillings. Use easy vocabulary help the student understand in short time also is important the teacher technique how apply it resource.

Using storytelling makes in students

1. Have more chances to communicate as well understand among them the students
2. Practice vocabulary in many different situations.
3. Learn how to use vocabulary and grammar correctly
4. Improve their skills very well
5. Show their feelings, emotions... as well their methods in studying and the way of thinking in life.
6. Encourage their creativity in finding ways to study as well understand lesson.

7. Get involved with other members (classmates) in class.
8. Encourage them to take part in class's activities.
9. Feel more relaxed and interested in study

Storytelling is a useful activity in teach new language for students create better environment to communicate in deferent contexts also permit show student's feelings, emotions. It improves listening and speaking practice using new vocabulary doing the more interesting learns English. Furthermore, in teachers facilitate student's interaction doing activities as the same time practices English skills.

09. METHODOLOGY

The following research is a descriptive project because it permits identify and describe the characteristics of use storytelling as didactic resource to promote listening and speaking process. The descriptions of these characteristics were done in two different ways. First, the research methodology its principal characteristics is analyze and deduce content from theoretical framework and second use descriptive method that permit analyzing students and teacher interviews.

The technique applied were semi-structured and spontaneous interviews as instrument for students and teachers. All interviews were applied 15 students and 4 teachers of second bachelor whose ages range among 14- 16 years old in “Nacional Saquisilí” educative unit. The class is comprised of 20 females and 10 male locate in Saquisilí canton. Students were selecting random 15 students 10 females and 5 males to evaluate and four teachers all results were analyzed using descriptive method that permit classify the object of study. The result was analyzed writing in two tables the students and teachers both tables is showing in appendix (1,2) in the same way all results permit evaluate the real situation in classroom and obtain the real information about that teachers and students. Finally, the semi- structural questionnaires were valid using scientific foundation about Kete Nguyen (2014).

TEACHERS' INTERVIEW

Table 1. An extract of teachers' interview

QUESTIONS	Question N°1. Could you mention what didactic material use in English class?	Question N°2. Do you have some experience using storytelling method?	Question N°3. Do you think that stories, legends, fable, are useful too in teaching English?	Question N°4. According your point of view what is disadvantage and advantage using storytelling as English tool?	Question N°5. What type English skills could develop using storytelling?
TEACHER 1	Use Graphics, maps, student and teacher book ministry the education.	Sometimes because don't have materials Rarely in English book. Help new things	Yes Help practice listening and speaking	Advantage is help practice listening and speaking and disadvantage is the institution don't have material	Listening Speaking Writing
TEACHER 2	Use book the ministry the education, flash cards, and maps. Vocabulary reading movies.	Yes sometimes in books there are stories focus grammar and help improve vocabulary and speaking.	Yes help learn easy knowing different new things.	Advantage is help learn new vocabulary and disadvantage is sometimes stories are boring.	Speaking Listening Reading
TEACHER 3	Use board, marker, eraser, book ministry the education	None once use this method	Yes could be interesting use it material for improve vocabulary knowing new way learn English	Advantage is using new tool for motivate the students develop their creativity, thoughts believes.	Speaking Listening and writing all depends the topic
TEACHER 5	-Firs according the topic -Vocabulary, , flash cards grammar, worthless bit of paper pictures -Exercise extra paper	Sometimes in English book there are stories that permit help understand much better.	help develop cognitive new knowledge help learn new vocabulary	Advantage is learn new vocabulary help creativity, imagination and create new ideas use personal stories should improve vocabulary.	Writing Reading Speaking

Regarding the question about what didactic materials teachers use in English class, one of the teachers mentioned they use Graphics, maps, student and teacher book of the ministry the education. The second teacher use also books of the ministry the education, flash cards, maps and movies. The third teacher uses board, marker, eraser, and the book of the ministry the education. The last teacher use flash cards grammar, and worthless bit of paper pictures.

In the second question “Do you have some experience using storytelling method?” Three teachers said sometimes because they do not have materials. They only use storytelling when the books have stories; they think it helps to practice better grammar, vocabulary and speaking and understanding. The third teacher does not use storytelling.

In the question about the usefulness of stories and legends in teaching English, all of them consider that they are useful. The first teacher said that stories and legends help to practice listening and speaking, the second argued that they help to learn different new things; the other teacher said that they are useful to improve vocabulary and to know new ways to learn English. Finally, one teacher stated that they help to develop cognitive skills, learn new knowledge and new vocabulary.

In the question about advantages and disadvantages of using storytelling as an English tool, all the teachers mentioned more advantages than disadvantages. The main advantages are: a) better practice of listening and speaking, b) learning new vocabulary, c) motivating students, developing of creativity and imagination. However, one of the teachers mentions that there is a disadvantage “sometimes stories are boring”. Last but not least, one of them also mentioned that there is a problem in using storytelling “the institution does not t have material

Finally, all teachers said that storytelling can help to develop the four skills: listening, speaking, reading and writing.

STUDENT' INTERVIEW

Table 2. An extract of main points from the students 'interview

STUDENTS	Could you describe one day when you read or tell story in class?	How often does your teacher use stories in English classroom?	How often do you read stories, histories, books, news in English?	According your point of view do you like listen or tell stories in English?	Would you like your teacher to tell stories English?	What types of story do you like listening in English class?
Student 1	-Enjoy the class. -Know new words.	-Never use stories	Never	-Yes because learn new words -use dictionary	Yes because could be more funny and not boring	Personal stories
Student 2	-No understand words.	-Rarely use stories	Never	-Yes because sometimes is boring	Yes but I would like use stories in book	Romantic stories
Student 3	-It was interesting Because read more and find the meaning	-rarely -Only use book	Rarely in Spanish	-Yes Because learn pronunciation	Yes because learn much better	Real legends
Student 4	-Enjoy the class.	-Never	Never	-Yes Learn New Words	Yes learn new manner	Funny stories because is more easy learn laughing
Student 5	-never read stories	-Use book never use stories	Never	Yes but teacher use easy vocabulary	Yes learn new things	Scary movies
Student 6	-One parts understand others not	-Never	Never	Yes could be more interesting -know new cultures	Yes because learn pronunciation	Personal stories - typical stories
Student 7	-Never tell stories in English -teacher use book	-Never use stories	Never	No because not understands	Yes could be more interesting	scary
Student 8	Felt uncomfortable because not understand	Only work the book	Yes because I want develop speaking and new vocabulary.	Yes because I would like feel emotion. Develop speaking	Yes because teacher only use book	Stories with values
Student 9	-Use book	Never use stories	Never	Yes because could be more interesting	Yes because can participate more students	Sometimes lack interest in some boring stories
Student 10	Was pretty because now new words.	Sometimes when there are stories in book.	Never	Yes because can understand more and know new words	Yes because more easy learn	Funny stories Personal stories as comic
Student 11	-Learn more use new words. Translate some words	Never	Never	Yes because learn new things	Yes because learn new words	Scary stories because I like
Student 12	Enjoy because develop pronunciation	Never	Never	Yes because can be more fun. -Learn new things	Yes but I would like learn using dynamics	Use stories the real life
Student 13	-Enjoy know new cultures	Never	Sometimes	Yes but would like teacher explain sense	Yes could be more easy learn	Cultural stories
Student 14	Not understand	Rarely in book	Never	Yes because can learn much better and more interesting	Could be more practice	Romantic and dramatic stories
Student 15	-Hard listen and speak.	Never use	Rarely	Yes but I would like learn using personal stories	Yes new manner learn English	interesting Stories

In the first question about feelings when using storytelling, student's responses are varied. Some are positive and others are negative. Regarding the positive ones they mentioned: enjoy the class knowing new cultures and practice pronunciation, also it was interesting and funny read and find the meaning. Some of the negative feelings are some words not understand meaning and feel uncomfortable in English class. Finally teacher old the time works in book.

In the second and third question, the majority of students agree that they never or rarely use stories in class; they only use them when the English books have. Moreover, most of the students agree that they never read stories, books, or news in English; two of the interviewed students stayed that they read sometimes and they do it for practicing speaking and vocabulary.

In question four about likes or dislikes in reading stories, all students agree they like; they think stories help to develop communication . They also stayed that while listening to stories, they learn new vocabulary, and learn a new culture. They prefer learning by using personal stories because it generates more interest in developing their pronunciation. They also say that stories are interesting if they have vocabulary they understand and if the teachers tell the story by using their body expression.

Question five asked if students would like their teachers to tell stories in English class. Most of the students would like their teachers to use stories in class. They think it is easy to learn something new with stories; stories generate interest and motivate students' participation. Furthermore, they considered that stories can help to learn much better if the teacher uses dynamics to make classes more fun.

In question about what types of stories students like, some of the students declared: personal stories, real legends, real life stories, stories about their experiences and comics because they think they are easier to learn by having fun. Three students said they like to listen to romantic stories. Two students like listening to scary stories. Finally, two students said prefer cultural and drama.

10. RESEACRH QUESTION AND DISCUSSION

DISCUSSION

Storytelling is a successful teaching resource in developing listening and speaking. This technique consists on new form to share and interpret experiences using vocalization, narrative expression to communicate in classroom. In concordance, Atta-Allan (2012) suggests “benefits of storytelling in teaching and studying second language include increased development of language skills, improved comprehension and class interaction”. This resource permits to create a better environment for listening and speaking practice in real situation. At the same time, learning process is more enjoyable and entertaining. Most of the teachers and students’ opinions are positive towards the benefits of storytelling, including the participants of this research. Abrahamson, (1998) and Morgan & Dennehy, (1997) states that stories in students are fundamental. This resource permits to evoke emotions adds to their learning effectiveness because learning experiences associated with emotions are more easily stored. Furthermore, it permits to learn and practice new vocabulary using their personal experiences.

Teachers said that when teaching English, it is necessary to innovate using new activities for teaching and to select effective resources for promoting students participation. The role of the teacher is not only to provide information or control the behavior, but also to be a mediator. In this context, Morley (2001) claimed “learners' own stories are rich source of authentic material, which provides a genuine purpose, emphasizes real world goals and foster classroom interaction” (p.2). Besides, using storytelling helps to motivate students and develop their creativity. In the same way, teachers said that stories have many advantages as they help to practice listening and speaking. Likewise, stories allow learning new vocabulary and developing their knowledge. Thus, storytelling is a powerful resource not only to improve language skills in students, but also to reduce stress while studying in class, develop creativity. Teacher need to use different interesting and fun materials that permit create a good environment for practice listening and speaking, but most the teachers only use English books provided by

the ministry of education. The use of textbook is complement of the teaching learning process but the teacher need use extra material.

Moreover, all students agree they like stories because it permits to learn in a better way. They learn new cultures with new vocabulary. Also they prefer listening to personal stories to promote English interaction in class. In concordance with Rinvoluceri, (2008) students learn using easily and comprehensive materials that permit practice listening or speaking in different environments. Also students prefer listening to teachers telling stories into classroom but they want their teachers to use different strategies to make them understand. This is what Nguyen (2014) recommends teachers to do: provide comment on each story, analyzing whether the words were pronounced correctly with the appropriate meaning for the context. Teachers also should create a good real environment in class; it motivates and promotes the students participation and listening and speaking practice (p.5).

11. CONCLUSIONS AND RECOMMENDATION

CONCLUSIONS.

- Storytelling is a successful teaching learning method in teaching new languages especially in promoting listening and speaking practice. Some authors mention in their investigations that storytelling is used for promoting students interaction as it is a useful resource to teach ethics and values in different cultures.
- Even though, most of the teacher only uses storytelling when they find in the didactic material provided the ministry the education, they agree storytelling is a good didactic resource to develop listening and speaking.
- Students prefer learning using different didactic resources; they think the book they use is boring. They would like to use real and unreal stories and comics, tales, legends, etc. They would like the teacher to tell stories by using corporal languages.

12. RECOMMENDATIONS:

- Teachers should use storytelling for developing listening and speaking. In addition teachers need to learn more about how, when use this didactic resource. Teachers can create reading corners in the classrooms to motivate students to read.
- Teachers can find different reading materials, including stories on internet. There is a variety of website; teachers have to choose according to students' needs.
- Teachers can ask students what they would like to read. Students' likes and dislikes is a fundamental aspect. Students can also choose their own reading stories and tell in the class.

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14. ANNEXE



COTOPAXI TECHNICAL UNIVERSITY
Academic unit of administrative and humanistic
English career



SEMI-STRUCTURED INTERVIEW

Objective: To determine teacher and students perception using storytelling as didactic resources to promote English.

Teacher's questions

1. Could you mention what didactic material use in English class?

.....
.....

1. Do you have some experience using storytelling method?

.....
.....

2. Do you think that stories, legends, fable, are useful too in teaching English?

.....
.....

3. According your point of view what is disadvantage and advantage using storytelling as English tool?

.....
.....

4. What type English skills could develop using storytelling?

.....



COTOPAXI TECHNICAL UNIVERSITY

Academic unit of administrative and humanistic

English career



SEMI-STRUCTURED INTERVIEW

Objective: To determine teacher and students perception using storytelling as didactic resources to promote English.

Student's questions

1. Could you describe one day when you read or tell story in class?
.....
2. How often does your teacher use stories in English classroom?
.....
3. How often do you read stories, histories, books, news in English?
.....
4. According your point of view do you like listen or tell stories in English?
.....
5. Would you like your teacher to tell stories English?
.....
.....
6. What types of story do you like listening in English class?

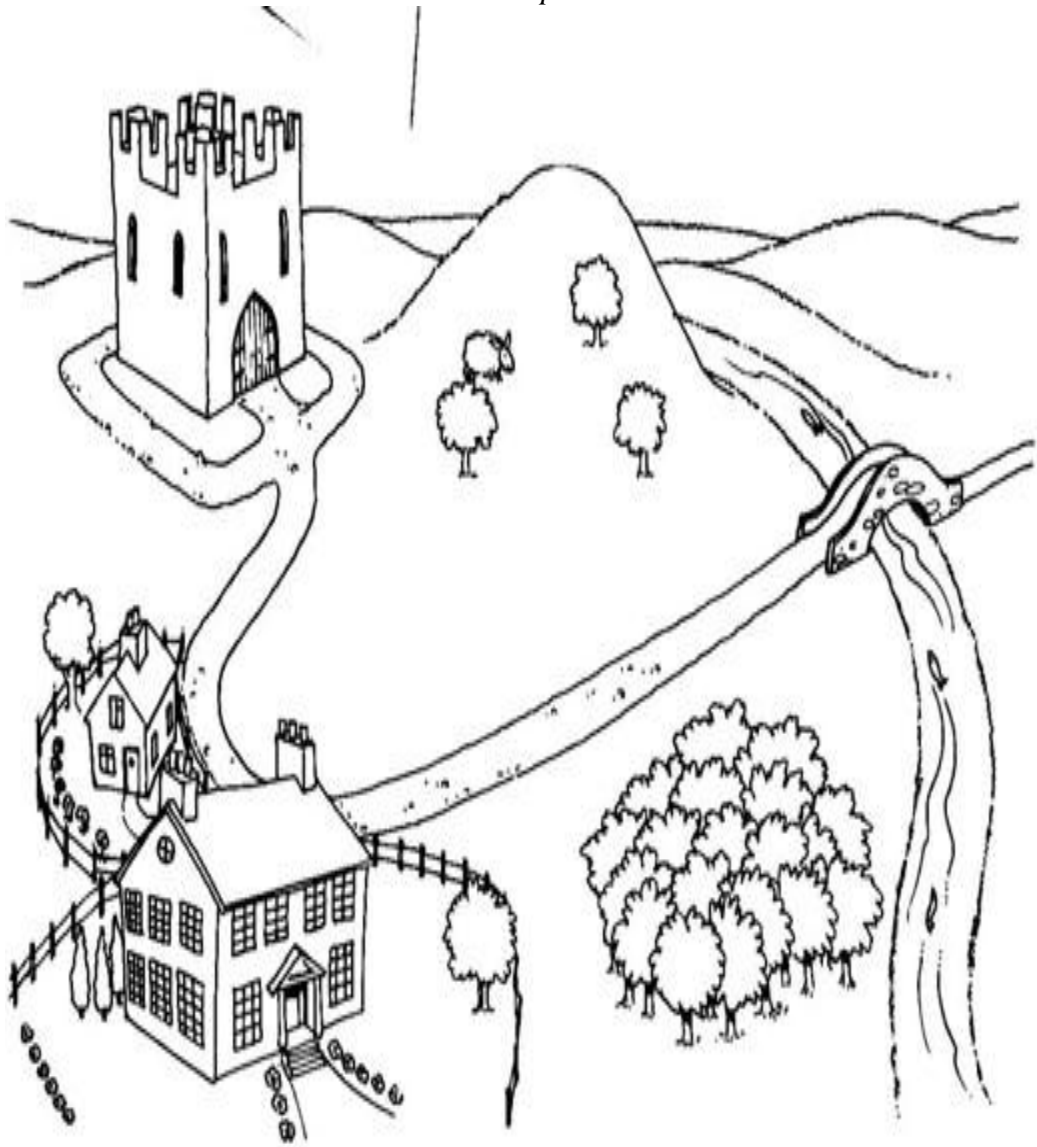
Listening techniques (2): *Storytelling*

What to do before/ during / after telling a story?

(Organize activities: before, while and after)

1. Give students drawings so they order them before and after the story
2. Show them a drawing for them to imagine what is the story about
3. Mime it with students
4. Write it down on strong paper, cut it and give one line to each student, so that they lift their line when you say it
5. Write it down and cut it, and then give the whole disorganized story so students can sort it out while they listen to it
6. Assign one word to each student and they stand up whenever they listen to that word
7. Ask questions so that students may create part of the story (they can use their first language)
8. Write down some vocabulary and their drawing so that they can link word and picture
9. After telling it several times, introduce very easy errors (on main words) so that they can tell you: 'you are wrong'
10. Tell students to tell it using visual support and some vocabulary
11. Tell students to draw a different ending
12. Tell students to imagine what each character would say at a given situation. (if you do it in Spanish you may also check they are understanding)

The Pied Piper



(Phillips, 1993: 29)

Once upon a time there was a town called Hamelin.

The people in the town had a problem: the town was full of rats!

There were rats in the street, in the houses, in the schools, in the shops, even in their beds!

“We must get rid of the rats!” The people said. But how?

Then, one day, a strange man came to the town. He wore a tall hat and had a flute. “I can get rid of the rats”, he said. “What will you give me if I take them all away?”

“Lots of money!” said the people.

So the Pied Piper started to play his flute. Strange music came out of the flute, and soon rats came out of all the shops, houses and schools. The road was full of rats! They all followed the Pied Piper.

The Pied Piper led the rats:

Over the bridge

Up the hill

Down the hill

Round the castle

Along the road

Past the little house

Through the garden of the big house

Into the wood

Out of the wood

And into the river

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CURRICULUM VITAE



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ESTUDIOS REALIZADOS

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TÍTULOS OBTENIDOS

Bachiller en Ciencias Sociales

REFERENCIAS PERSONALES

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